



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD:5363 ET:8028</b>	<b>Multimedia and Video Technology</b>	<b>15 Hrs</b>

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li> </ol>	<p>In reflecting about the EDLD 5363: ET8028 Multimedia and Video class I would have to say that coming into this class, I did have previous experience with video and photo editing and even using Photostory. Over the course of the last 5 weeks, I was introduced to podcasting and Audacity, the features of Windows Movie Maker, and the AVS4You programs for Audio editing, and Video Editing. I learned to use Avs4You video editing tool to create a photo story with audio voice overs and music integrated into it as well as add transitions between pictures and video scenes. Learning those processes during the creation of my photo story and Podcast. I must emphasize that while this course required learning “How-To- Do” where digital storytelling, podcasting, and video creation were concerned, the readings also reminded us that, <b>“Media is the language of kids,”</b> and emphasized that these activities engage today’s learner in a way that actually helps them gain a deeper and broader understanding of the curriculum than students of my generation gained from rote memorization of facts. This brings home the fact that it is important for teachers to integrate Web 2.0 technology tools into their “bag of tricks” to create curriculum supplements using these</p>

<p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>technology tools. Learning how to use the web 2.0 tools to engage today's learners was one of the main reasons I chose to pursue my Master's degree in educational technology leadership. As I review the list of course outcomes, I can actually check off every single item under the Learning Outcomes and under the Performance Outcomes. In week 5 of the course one of our reading assignments was actually a video assignment. I am quoting my week 5 reflection here...</p> <p><i>In his, September 10, 2008 speech for Pixar, "on Learning and Working in the Collaborative Age, " which was published by the George Lucas Foundation and posted on both YouTube and iTunes University, Randy Nelson voiced ideas about collaboration. His message made me listen to the video more than one time. Let me paraphrase his key message, "Collaboration amplifies the quality of outcomes by connecting a variety of interested people who bring together an interesting mix of depth and breadth of knowledge and skills to solve problems..."</i></p> <p>Mr. Nelson pointed out that as teachers and leaders today, we must model, teach and influence the students of today who will become the leaders that will solve many of society's current problems....</p> <p>That is a hefty responsibility, how do we do that exactly? His suggestion was a pretty good one. Instead of pointing fingers, and degrading people, projects, homework, for short comings, focus on what is done correctly, use that to build understanding and self-confidence in your students, your faculty, in all people. Pretty soon, it everything will be a better because everyone is working together willingly, happily, and creatively in a non-threatening atmosphere. That is a massive message to take into life! The challenge is to apply it.</p> <p>As Melissa Eudy, a fellow classmate pointed out in our week one discussion, "many teachers struggle with leaving their old ways of presenting lessons behind. I appreciated Shank's remarks about effective multimedia requiring a team approach." After completing collaborative projects during weeks 2 -5 of this course, utilizing the web 2.0 tools, Google Docs, Drop Box, You</p>
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	<p>Tube, and Google Video Chat. I have gained hands-on experience with the tools that will make it easy for my teachers to collaborate not only locally, but with teachers basically anywhere in the world. These tools are the vehicle to bring the world to every classroom and every child. Thanks to this class, instead of asking teachers to try something I have read is really easy to do, I can speak from the certainty of experience. That makes so much difference when you are trying to get teachers to try new things. They want to know I have experience with the processes I am asking them to attempt. I can say I have that now and these tools will be the vehicles for them to collaborate both locally and with teachers and students from basically anywhere in the world. That makes them very powerful tools.</p> <p>That is not to say that the processes will always be easy. As my group members, Shanda Davis, Shana McCune, Holly Odom, Brooke Smith, and I discovered, it is very difficult to set and keep appointments for collaborative efforts when everyone works in different towns and schools with a wide variety of schedules. But, because the web 2.0 tools are available 24/7, collaborative partners can add information any time of the day or night as necessary to insure project timelines are met. The main thing is for everyone to stay focused and stay professional even when frustrated with circumstances beyond our control. I am sure the challenges of working across time zones will not be any less, but web 2.0 tools will insure that projects previously dismissed as impossible, are doable, and should be attempted in order to engage and enrich the curriculum of today's "Children of the Light."</p> <p>In assessing my performance, in accordance with Mr. Nelson's speech, I have asked myself, "Did I amplify the work of my partners?" In considering that question, I reviewed the google doc record of our collaborative effort, I can honestly say that I did. I collected the information needed by the group, created collages (not used), converted videos as needed, created a backup video (not needed thankfully) and tried to focus on the project even when other members of the group questioned why I</p>
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	<p>felt it necessary to have a backup plan, etc. I think in staying focused on the project and its completion; not focusing on the emotions their leadership lecture caused, I was helping amplify our collaborative efforts into a better project that it would have otherwise been.</p> <p>In summary, I learned new Web 2.0 skills to pass on to my teachers to help them engage their students to achieve deeper levels of understanding and I got the message to do it through cooperation, collaboration, and amplification!</p> <p>I enjoyed and gained assignment insight from the web conferences, but I wish they were more structured with less background chatter. Dr. Abernathy is a very enthusiastic instructor and Linda Marshal, our IA has been awesome!</p> <p><b>EDLD 5363:ET8028- Video and Multimedia Project Page on Wiki</b>  <a href="https://pastartz.wikispaces.com/EDLD+5363-8028+Multimedia+and+Video+Projects">https://pastartz.wikispaces.com/EDLD+5363-8028+Multimedia+and+Video+Projects</a></p> <p><b>Video Editing Software evaluation:</b></p> <p><a href="https://pastartz.wikispaces.com/Video+Editing+Software+Evaluation">https://pastartz.wikispaces.com/Video+Editing+Software+Evaluation</a></p> <p><b>Public Service Announcement posted on YouTube:</b>  <a href="http://www.youtube.com/watch?v=M3IK0qUdKXs">http://www.youtube.com/watch?v=M3IK0qUdKXs</a></p> <p><b>Reflections of Embedded Assignments Page of Wiki:</b>  <a href="https://pastartz.wikispaces.com/Reflections+of+Course-based+Embedded+Assignments">https://pastartz.wikispaces.com/Reflections+of+Course-based+Embedded+Assignments</a></p> <p>Nelson, R. (2008, Sept.10), on Learning and Working in the Collaborative Age. Retrieved from :  <a href="http://www.edutopia.org/andy-nelson-school-to-career-video">http://www.edutopia.org/andy-nelson-school-to-career-video</a>, 12/16/2011.</p> <p>Edutopia. (2002). Multimedia serves youths' desire to express themselves. Retrieved on April 19, 2009, from: <a href="http://www.edutopia.org/print/980">http://www.edutopia.org/print/980</a></p> <p>Shank, P. (n.d.). The value of multimedia in learning. <i>Think Tank</i>. Retrieved on November 11, 2011, from:</p>
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